



The Impact, Perceptions, and Attitudes Toward Learning English Through a Blended Learning Approach

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Abstract— The development of e-learning tools and Learning Management System (LMS) has offered considerable opportunities to teachers to increase student engagement and academic achievement and course satisfaction. Despite the fact that blended learning (BL) is a commonly used method in teaching the English language all over the world, its implementation in the Indian context of higher education is relatively new. Due to the changing technological and pedagogical needs, the colleges and universities in India are now adopting the use of information and communication technologies to come up with more efficient pedagogical approaches. This paper examines the perceptions and attitudes of students towards blended learning and the effects of blended learning, as well as its influence on the performance of the English language. A quantitative research approach was used, and the data collection was carried out by means of an online survey among 40 students of the MIT ADT University, India. The results show that students have rather positive attitudes to blended learning, and its application can be regarded as a factor that promotes positively the process of English language teaching and learning. This study thus contributes to the existing knowledge on blended learning practices in Indian higher education and promotes further adoption of blended learning models in Indian higher education to improve the effectiveness of instruction and student achievement.



Keywords— Blended Learning (BL), English Language Teaching (ELT), Student Perceptions, Student Attitudes, Higher Education, Learning Management Systems (LMS), E-learning, Language Acquisition, Academic Performance, Information and Communication Technology (ICT).

I. INTRODUCTION

The world is always changing, and these changes have an effect on various areas as well. Even in the field of education, there is no exception. The emergence of digital learning platforms has had a profound effect on educational establishments, ultimately displacing conventional methods. This gave rise to the term "Blended Learning," which describes conventional in-person instruction in the classroom. The ramifications, including the merits and demerits of the new BL method, are widely discussed. Whether we liked it or not, there were no other options for online education during the pandemic. The BL strategy allowed for the delivery of education during the pandemic. Indeed, education will continue despite any barriers in the

way. Information about the Approach to English language instruction is provided by this study. BL is replacing traditional classroom instruction as education changes. As they strive to integrate online learning and gain the skills required to oversee the virtual classroom while taking technological innovation into account through Management, educators, parents, and students all face new challenges. Today, BL is growing in popularity, but there is still much work to be done. One domain where BL is widely utilised is in the teaching of English as a first, second, or foreign language. It is a hands-on method of teaching that blends traditional and online methods.

The use of BL methods has noticeably increased in contemporary pedagogical settings. Learners have been

taking advantage of this new method, especially since the pandemic's arrival, and continue to use it to improve academic performance. No technology can indeed replace teachers and traditional approaches with new online methods or any advent of technology. Nevertheless, new methods, approaches, and technological tools will reshape the education pattern that we will have no option but to adopt in the near future.

II. LITERATURE REVIEW

The present study focuses on the attitudes and perceptions of learners towards BL and the major impact of blended learning. Over the past few years, substantial research has been done on blended learning. However, studies carried out in the past suggest that BL can be explored more in more areas. In various studies, the term BL in teaching and learning the English language has been given adequate attention to the question of how BL impacts the language teaching and learning process.

This educational approach combines in-person and online activities with synchronous and asynchronous learning resources to set up learning processes that are as effective as possible. The term "blended learning" describes the educational strategy of combining more conventional in-person classroom instruction with digital learning materials. Learners should be able to use digital technologies to influence the speed or subjects of their learning. Along with blended learning, the flipped classroom is also one of the approaches that help learners make use of online and offline teaching modes. English language instruction and acquisition have been studied by numerous scholars. According to the reviewed literature, BL improves students' overall learning outcomes and language acquisition. According to this viewpoint, the current study aims to review a few studies that concentrate on students' attitudes and perceptions regarding the use of BL in English language instruction.

BL as a method or technique is a popular word nowadays. BL is used extensively during covid-19 and now it has become the new normal. Learners find the BL method more convenient as they get an opportunity to learn the subject at their own pace. Although BL is familiar to everyone in the educational sector, Smith J. and Elliott M. introduced BL as a type of learning mode in 2001; according to them, it is based on behaviourism, constructivism, connectionism, and other learning theories. BL integrates traditional classroom learning with virtual learning while being inspired, supervised, and directed by teachers, considering academic interactions and learning preferences. (Yan, 2020)

Furthermore, BL promotes collaboration, streamlining the evaluation process, giving references, and increasing

student engagement to enhance their language learning abilities. (Hashemi & Na, 2020)

It is recommended that learners should learn languages 24*7 as language learning is a continuous process. Language can be developed rapidly through consistency and persistence. Learners are encouraged to learn a language in the classroom, which is not adequate exposure for learning English. Constant communication and feedback on learning surely enhances learners' confidence and helps learners to improve their English language and communication skills. The tools or media used to learn English language skills determine the learner's engagement. This is possible through blended learning. Significantly, it is only through practice that English language skills are developed and enhanced. Using media such as audio and video clips, videotape, audiotape, or computers with exercises to complete at home or in the language lab with materials, teachers can assist students in improving their English language skills. The target language's vocabulary, grammar, and conversations can all be listened to by students to improve their listening skills. (Aji, 2017) The key to learning a language is the learner's participation and engagement. Numerous surveys were performed to explore the learners' engagement. One of the studies given further discusses the significance of student engagement.

In order to improve pedagogical practices through a BL approach targeted at enhancing linguistic competence, an exploratory action research project was conducted. According to a study by Shohel et al. (2020), adding student voices to BL settings increases student engagement. Additionally, it implies that BL can increase student involvement in the development and redesign of instructional strategies, encouraging active engagement both within and outside of the classroom.

Similarly to this, another study discusses student participation. A cutting-edge teaching method called BL combines traditional classroom instruction with online learning to greatly increase student engagement. (Zhang, 2021)

Subsequently, another study employs mixed methods to assess the satisfaction of four Mathayom Suksa Four Thai students with the blended teaching model. Achievement tests, satisfaction questionnaires, and semi-structured interviews were employed as study tools. The pre-and post-test results indicated that the intervention impacted the learners' performance. The survey's findings revealed that most respondents reported high levels of student satisfaction in all areas, with teaching quality, learning outcomes, and learning experiences rating higher than learning materials, learning context, assessment, and feedback. (Zhou & Chayanuvat, 2021) Indeed, this study is

evidence that using the BL method is outcome-oriented and enhances the learners' experiences.

Besides improving the students' English language or communication skills, BL also played a crucial role in developing the students' 21st-century skills, such as self-directed learning and problem-solving skills. This study showed that BL was an effective teaching approach for teaching and learning English Language skills enhancement and 21st-century skills. (Ramalingam et al., 2021)

Comprehensively, BL fosters the ability to use modern communication tools to learn the English language for academic and professional purposes while having a constrained amount of classroom time. By no means does this method improve the standard of training. (Kirillova et al., 2019)

Notably, the study was conducted at a university in Manila City, Philippines, which uses BL as a strategy for teaching and learning English. The study's results clearly show how positively the students perceived their overall projected language abilities and skill domains, especially vocabulary development. (Álvarez & Corcuera, 2021)

Correspondingly, this additional study aims to learn how teachers and students in an English Fundamentals course at a polytechnic in Hanoi, Vietnam, feel about using BL. The results demonstrated that instructors and students regarded BL. Implementing BL had an impact on the pedagogical approaches used by teachers. Grammar and vocabulary are now taught online for self-study rather than in-person, freeing up additional class time for speaking exercises. Students later admitted that BL had helped them create their own perspective of learning autonomy. (Thi Thao Nguyen et al., 2021)

The findings demonstrated that blended learning, which combines classroom instruction with Moodle, is a handy approach to acquiring today's modern language anytime and anywhere. (Suriaman et al., 2022)

Though the growth in research is visible in the education sector, the BL method can be useful to transfer the content or in other fields too. The graph indicates that BL methods or areas can be explored in sectors to facilitate learning.

The studies about BL that have been done in various parts of the world are shown in the above graph. Studies in this field are expanding rapidly, and many researchers are eager to delve deeper to advance our understanding.

However, it is equally important to notice that each country and each institution has a different level of readiness to deal with the new realities of online education. The issues include curriculum, instructors' expertise, learners' preparation, and innovative accessibility, notably the internet. Even if innovation can level the playing field, there are still wide inequalities in socioeconomic inequality and the digital divide. To give access to opportunities, close gaps, and solve issues with blended learning.

III. POPULATION AND SAMPLE

MIT ADT University first-year students made up the study population. The participants had to be able to use a computer and read English. They were also guaranteed to have encountered learning environments both before and after the pandemic. 50 first-year, first-semester students for the current study via an online survey that was given out during the 2022–2023 academic year. Of these, 40 students replied, and their average age was 20.

IV. RESEARCH DESIGN

Table 1: Research Design

Sr. No.	Research questions	Research Objectives	Null Hypotheses	Alternate Hypotheses	Data Collection
1	What is the perception and attitude of students towards blended learning?	To assess the perception and attitude of students towards blended learning	Students are indifferent towards blended learning	Students have a positive perception and attitude towards blended learning	A ten-question section about perception and attitude towards BL(Section I)
2	Is there any impact of BLOn a student's performance?	To evaluate the impact of BLOn on student performance,	BL has no impact on student performance.	There is a positive impact of BLOn student performance.	A ten-question section measuring impact (Section II)

In order to examine the effects of BL and gauge students' attitudes and perceptions of it, the study used a survey method. A Google Form with 20 multiple-choice questions was used to gather data. The survey was divided into two parts: the first asked about attitudes and perceptions of BL among students, and the second asked about how it affected the learning process. To support the results, the researcher also took observational notes during class sessions in addition to the survey.

Aims

1. To determine whether BL can improve learners' English language skills.
2. To study learners' perceptions and attitudes towards enhancing English language skills in English with a BL approach

Approach

This study uses both primary and secondary sources of data. The literature available and previous studies provide detailed insight into the several challenges associated with the subject. In addition, it attempts to investigate the depth of the problem by finding and analysing primary data.

V. FINDINGS

Cronbach's Alpha for Section I of the questionnaire was 0.94, Section II of the questionnaire was 0.95, and for the entire questionnaire, it was 0.97. The Cronbach Alpha scores were >0.70 , so the questionnaire was considered reliable.

Profile information

6 out of the 40 respondents were Male, 33 were Female, while 1 did not prefer to disclose their gender. 2 out of the 40 respondents were 17 years of age, 25 were 18 years of age, 8 were 19 years of age, 1 was 20 years of age, and 4 were more than 20 years of age. All 40 respondents were from the B.SC. Course. 16 out of the 40 respondents had <1 year of a BL experience, another 16 had an experience of BL for 1-2 years, and 8 had more than 2 years of a BL experience.

Testing of Hypotheses

H₀₁: Learners do not have a positive perception and attitude towards blended learning

H_{a1}: Learners have a positive perception and attitude towards blended learning

To test the hypothesis, responses to Section I of the questionnaire were considered. The summary is given below:

Table 2: Item-wise Percentage of Agreement and Overall Average

Question	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10	Average
Agree %	89%	89%	89%	73%	84%	93%	90%	86%	91%	94%	88%

The average agreement for the section was compared with a hypothesised population mean of 50% agreement using a t-test and results were as under

Table 3: One-Sample t-Test Results for Hypothesis Testing

Parameter	Value
Average (H ₀)	88%
Standard Deviation	1.0790
H ₁	50%
n	40
t-statistic	2.223
p-values	0.013

The null hypothesis, which states that students do not have a favorable attitude and perception of blended learning, was rejected because the p-value was less than 0.05 at the 95% confidence level. As a result, the alternative hypothesis was approved, confirming that students have a favorable opinion and attitude regarding blended learning.

Second hypothesis

H₀₂: Learners' performance is not significantly impacted by blended learning.

H_{a2}: Learners' performance is significantly impacted by blended learning.

To test this hypothesis, responses from Section II of the survey were examined. Below is a summary of the results.:

Table 4: Percentage of Agreement for Questionnaire Items 2.1–2.10 (Average = 89%)

Question	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	Average
Agree %	90%	83%	84%	88%	90%	98%	89%	88%	87%	96%	89%

The average agreement for the section was compared with a hypothesised population mean of 50% agreement using a t-test and results were as under

Table 5: One-Sample t-Test Analysis for Hypothesis Testing (Section II)

Parameter	Value
Average (Ho)	89%
Standard Deviation	1.0560
H1	50%
n	40
t-statistic	2.351
p-values	0.010

As the p-value is <0.05 (at 95% confidence level), the null hypothesis, that there is no significant impact of BL on performance, was rejected in favour of its alternative, that there is a significant impact of BL on performance.

VI. DATA ANALYSIS AND INTERPRETATION

The learners in the present study were selected from the Bachelor of Psychology programme at the School of Vedic Sciences, MIT ADT University (MITADTU), Pune, India. MITADTU offers English Communication and Holistic Personality courses to all first-year students. The data analysis suggests the scores on all ten question questions in both sections are in a tight range, implying a very consistent outcome.

Students have accorded more or less equal importance to all communication needs: oral, written, reading, listening and special needs. It is important to note that students have shown positive perceptions and attitudes towards learning language through blended learning. This shows the students' willingness and interest in blended learning. The average mean for the impact of BL is also significant. Therefore, BL can potentially affect the teaching and learning process if it is used judiciously by teachers and utilised actively by the learners. Both null hypotheses were rejected in favour of their alternative hypotheses. It implies that learners have experienced learning English through BL valuable and exciting for them. When learners are optimistic about their learning and if they are interested in a particular method, then the method creates an impact on the learning process.

The results of this analysis are quite encouraging. Considerable agreement with all the statements in the range of around 80% shows motivation and attitude towards blended learning. There is enthusiasm and encouragement from faculty and learners. Subjects like the English language that are not front-line or primary subjects usually

fail to attract students. That seems to be happening with the English language in the case of professional course learners. Most learners are negative towards language learning because of fear of the language, and the rest of it comes from the subject getting overshadowed by the mainstream subjects. Learning is strongly influenced by the motivation and attitude of the learner. With motivation missing, nothing much positive can happen.

However, considering earlier exposure to BL and exposure at MIT ADT University, on the one side, some of the learners were enthusiastic towards learning language through BL and on the other side, some learners were ignorant about the method even though they were a part of it for a long time.

The teacher conducted an orientation session for the learners and explained the importance of blended learning. On the realisation of the BL method, learners took part in the study and showed a positive perception towards BL through the survey conducted for the study.

Information investigation and inferential investigation were done to analyse the data. The expressive investigation introduced the profile data of the respondents. The inferential examination utilising different measurable techniques like t-test and p-value leads to a better understanding of the study.

The results show that BL encourages teachers and students to make their learning productive, useful and outcome-based.

VII. KEY FINDINGS

The results demonstrate the adequacy of the method for its implementation in the context of English language teaching. The most significant observation of this study is that learners were interested in learning English through the BL method, which is more adaptive for them and allows them to learn content at their own pace. In accordance with the first question, positive perceptions and attitudes are observed among the learners. They were curious to explore learning opportunities to enhance language proficiency through BL. Learners were provided with some tasks to complete through both offline and online modes. However, researchers acknowledge considerable discussions among learners as to whether the BL method is useful or not for them. However, the extent to which it is channelised is unknown and learners sometimes lose motivation to learn language either offline or online. It is interesting to note that BL has created a positive impact among learners. This study has three important findings: 1. Learners' Roles became crucial and they became the centre of attention in the BL method. 2. Teachers' roles changed drastically in the

implementation of BL method, which led teachers to change their attitudes and perception towards the teaching and learning process. 3. Since these useful methods, management and other stakeholders supported the concept and encouraged the researcher to extrapolate this topic in an extensive way to reach conclusive results and findings.

VIII. DISCUSSION AND IMPLICATIONS

The initial objective of the study was to know the perceptions and attitudes of the learners towards BL in the context of English language skills. The first question addresses the responses the learners received for perception and attitudes.

In general, participants' opinions of BL tools were satisfactory. Three factors are essential to major the positive impact of blended learning; the advantages they experienced, their emotions, and the difficulties they overcame. Each participant in the BL activities with a variety of engaging activities described a satisfying experience. It was hypothesised that participants have positive perceptions and attitudes towards blended learning. Researchers' observations also imply the same level of result with respect to the first questions in the study. This also accords with our earlier observations and studies, which showed that learners are comfortable completing tasks in both online and offline modes. The present results are significant in the major respect that learners were quick in accommodating new tools, technology and web-based activities. These findings will doubtless be much scrutinised, but there are some immediately dependable conclusions for the first question addressed in the study.

The majority of participants indicated satisfaction with their experiences taking part in BL activities in the classroom. Some result-oriented activities helped learners to improve their communication. The participant's perception of the usefulness and accessibility of BL may be the root of the positive experiences they shared. Students are accustomed to using contemporary tools and technology in this digital age, which may boost how simple they appear to be to use.

The second research study was conceptualised to find out how BL impacted undergraduates' English language proficiency based on their own experiences. The analysis indicates that participating actively in various web-based BL activities aided in the participants' improvement of their English language abilities. This result is also supported by earlier studies, which found that English language proficiency was improved using the proposed BL methodology. A large number of participants appeared to share the same views on how BL improved their English. However, there are a number of obstacles to integrating BL in the classroom. One of the participants in the interviews

mentioned that a weak Internet connection was the most typical problem with the adoption of blended learning.

The proportion of respondents, however, decisively agreed that their English language skills were strengthened by the numerous web-based BL activities. This advancement is encouraging because many educators believe it is difficult to help learners build English language competencies. Due to the fact that BL mixes in-person methods with online learning, participants were able to build these skills through participation in assignments, tasks, activities, and competitions. The participants emphasised the advantages of face-to-face interactions and other web-based technologies that assisted them in improving their skills. According to earlier studies, BL has a good effect on improving English language proficiency, particularly in communication. Further studies, which take these variables into account, will certainly help the researchers investigate this area from a multidimensional perspective to understand this method and its usefulness.

IX. CONCLUSIONS

The research endeavoured to analyse students' views and feelings regarding BL and the influence of variations in the strength of the experience were found in terms of learning interest, attitude, and the strategy use of blended learning. The findings of the study, which focused on the developed practical benefits of CLT and the provision of IL skills for EFL learners, blended their improvement with language activities. The study also pointed at the need for positive feelings from the side of the learners and teachers regarding the employment of a BL environment, as well as a favorable attitude in order for it to be successfully applied. But some of the barriers to the implementation of a BL approach in EFL teaching were found in the studies, but should be taken into consideration in further research.

Nevertheless, there are limitations to the present study. As some authors state, "the 'harmonious balance' of 'thoughtful integration'" of face-to-face and online elements is of great importance. As a result, the design of the blended process teaching in this study requires further development and consideration. Also, due to constraints and no accessibility in time, the larger sample couldn't be achieved to measure the reliability and validity of the data.

Online learning must be regarded as a complement, not as a substitute for, face-to-face teaching. Perhaps we can use the current situation to bring together face-to-face learning and educational technology platforms. But, ICT and online education will increasingly influence education in the future, and we cannot deny that. While additional research is certainly required, the current study helps clarify

perceptions of the deployment of BL and the inevitability of the implementation of blended courses.

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